



**SECONDARY TRANSITION STUDENT (AGES 16 THROUGH 21 YEARS)**  
**IEP INDIVIDUAL FILE REVIEW CHECKLIST**  
**DIRECTIONS FOR USE**

**Revised 9/2017**

	Item	Explanation of Item
1.	<b>IEP includes appropriate measureable Postsecondary Goals covering education, training and employment/career and, as needed, independent living.</b>	<ul style="list-style-type: none"><li>• Address post high school expectations.</li><li>• These should be measurable (observable) goals that the student identifies for him/herself one year after high school graduation (e.g. Within one year of graduation the student will....).</li><li>• These are not written as a typical annual goal with all the needed mastery criteria. The goal reflects what the student will be doing one year after graduation.</li><li>• You <b>MUST</b> include an education goal, a training goal, and an employment/career goal for each student. However, depending on the student's goals and/or needs, you might not need three goals for each student. For instance, if a student will acquire all needed skills in an education goal or in a training goal, you can combine the education and training goal. In this case you need only two goals, the combined education and training goal and the employment goal. Further, there are times when you might need an additional independent living goal. For instance when a student's needs identify a need for an independent living goal. In this case you may have as many as four goals.</li><li>• If the student will gain district skills through an education program versus a training program, the student must have a goal for both education and training. If the training goal does not necessitate the need for a postsecondary education goal or the postsecondary education goal does not necessitate the need for a training goal, you only need to write one goal that will account for both education and training.</li><li>• You may write all the postsecondary goals as one sentence as long as education, training, and employment/career and, as needed, independent living skills goals are addressed.</li></ul> <p style="text-align: right;">Chapter 5 Section 2K.1.b pg 95 CFR 300.320</p>

2.	<b>Postsecondary Goals are updated annually.</b>	<ul style="list-style-type: none"> <li>Review postsecondary goals each year, taking into consideration information gathered from current age-appropriate assessment data that reflects student preferences. Current assessment data should serve as guidance to the team about the student's preferences and abilities to ensure they receive appropriate secondary transition services and training, coupled with aggressive annual goals, to reach their postsecondary goal.</li> </ul> <p>Examples of current age appropriate transition assessments:</p> <ul style="list-style-type: none"> <li>-End of Course Assessments;</li> <li>-ISAT &amp; ISAT Alt. information (IAA);</li> <li>-Job Placement information;</li> <li>-ASVAB;</li> <li>-Any career guidance data from the counselor;</li> <li>- Student Interview;</li> <li>-Parent Interview;</li> <li>-Progress Monitoring Data;</li> <li>-Etc.</li> </ul> <p style="text-align: right;">Chapter 5 Section 2K.1.c pg 95 CFR 300.320</p>
3.	<b>Postsecondary Goals are developed based on information gathered through age appropriate assessment in transition related areas, including a functional vocational evaluation if needed.</b>	<ul style="list-style-type: none"> <li>Transition assessment must be completed every year.</li> <li>Assessment information should be recorded within the "Assessment Summary for Transition Services Planning" area.</li> <li>Remember that transition assessment is not the type of assessment that takes a student out of class for one hour to give him/her a pencil and paper test. Rather it is a gathering of information over time from multiple sources. This can include an instrument such as the Transition Planning Inventory to assist in pulling together information. You may also include things such as job try-outs, end of course assessments, class grades, learning styles inventories, etc.</li> <li>Assessments need to be completed early enough so the information can be used during the IEP team meeting.</li> <li>A functional vocational evaluation is a systematic, ongoing process designed to help students and parents understand a person's vocational preferences and potential. The assessment process may include observations, anecdotal information, job-try-outs, classroom performance examples, tests, and work samples. It provides information on the student's: <ul style="list-style-type: none"> <li>- career development background (e.g., awareness);</li> <li>- interests;</li> <li>- aptitudes;</li> <li>- special needs;</li> <li>- learning style(s);</li> <li>- work habits and behaviors;</li> <li>- personal and social skills;</li> <li>- values and attitudes towards work;</li> <li>- self-concept; and</li> <li>- work tolerances.</li> </ul> </li> </ul> <p style="text-align: right;">Chapter 5 Section 2K.1.a pg 95 CFR 300.320</p>

4.	<p><b>IEP includes Transition Services (activities) to reach their identified Postsecondary Goals</b>  <b>Transition Services are provided in:</b></p> <ul style="list-style-type: none"> <li>a) <b>Postsecondary Education and Training;</b></li> <li>b) <b>Employment/ Career Development;</b></li> <li>c) <b>Community Participation;</b></li> <li>d) <b>Independent Living;</b></li> <li>e) <b>Adult Services;</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use assessment information to identify needs.</li> <li>• Activities are written in a complete sentence or statement form.</li> <li>• List any services that the student would need to reach their postsecondary goals. This can be accomplished by documentation on the 'Transition Activities' area.</li> <li>• Services must be provided in the areas of postsecondary education, training, employment/career, and community participation.</li> <li>• Includes things such as instruction, related service (if the student is receiving related service, the student must have a transition activity provided by the related service provider), community experiences, employment preparation, adult living preparation, daily living skills, and a functional vocational evaluation.</li> <li>• Activities are not to be written as a PLOP, but as a statement of what the student will do in each of these areas in the IEP year.</li> <li>• Activities do not need to be written as annual goals.</li> <li>• It should be clear that the services described are working toward the identified postsecondary goal (s).</li> </ul> <p>Examples; visiting college campus and meeting with disability service personnel, job shadows, learning to get around their community, budgeting, shopping, participation in school clubs, meeting with Vocational Rehabilitation, participating in the ASVAB assessment, meeting with school counselor to review course completion or communication.</p> <p style="text-align: right;">Chapter 5 Section 2K.1.c pg 95 CFR 300.320</p>
5.	<p><b>IEP includes a Course of Study (embedded or attached) to reach their postsecondary goals.</b></p>	<ul style="list-style-type: none"> <li>• Under the "High School Graduation Consideration" section, the box is checked that states "A parent approved student learning plan (course of study) is attached or documented below" and either a plan is attached to the IEP or the table directly below the statement is filled out. The plan is reviewed and updated annually to reflect the full high school program and assist the student in reaching his or her identified postsecondary goals.</li> </ul> <p style="text-align: right;">Chapter 5 Section 2K.1.c pg 95 CFR 300.320</p>
6.	<p><b>IEP annual goals assist the student to reach their identified Postsecondary Goals.</b></p>	<ul style="list-style-type: none"> <li>• The annual goals are written to address the skill areas identified in the Postsecondary Goal section filled out earlier in the IEP.</li> <li>• Annual goals are what the student will learn within the next year that will move the student towards achieving his/her postsecondary goal and link to the student's transition activities.</li> <li>• The monitoring and achievement of annual goals will assist in determining if the student is making progress toward their postsecondary goal and whether adjustment needs to be made to the postsecondary goal or to the annual goals.</li> <li>• The Basic Workplace Competencies to address the need to identify a standard for an annual goal. Some secondary transition goals do not align easily with the Common Core Standards. The Basic Workplace Competencies will 'equal' the standards for these annual goals. Both standards and the competencies may be used for certain annual goals. The Basic Workplace Competencies are at <a href="http://www.pte.state.id.us/wkplcmp/cmptencs.htm">http://www.pte.state.id.us/wkplcmp/cmptencs.htm</a></li> </ul> <p style="text-align: right;">Chapter 5 Section 2C pg. 81 CFR 300.320 &amp; 300.43</p>

7.	<b>Student has been invited to the IEP meeting as evidence by an invitation addressed to the student or documentations of verbal invitation.</b>	<ul style="list-style-type: none"> <li>• A student shall be invited by the district to attend any IEP meetings at which transition services will be discussed. Evidence may include: <ul style="list-style-type: none"> <li>○ Documentation of an invitation addressed to the student dated prior to the date of the meeting.</li> <li>○ Invitation to a meeting addressed to the student (could be addressed to both the student and the parents) dated prior to the date of the meeting.</li> <li>○ Documentation on the contact log of verbal invitation to the student dated prior to the date of the meeting.</li> </ul> </li> </ul> <p>Chapter 5 Section 1D pg 77 Chapter 5 Section 1F pg 79 CFR 300.321</p>
8.	<b>There is evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</b>	<ul style="list-style-type: none"> <li>• Transition Agency Form 440 completed and signed by parent or adult student giving permission to invite an outside agency to the IEP meeting, and documentation of agency invitation to the IEP meeting is dated after permission was given.</li> <li>• An adult agency is required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services within the next year. The IEP Team may choose to invite an agency representative earlier in the planning process.</li> <li>• If a parent or an adult student does not give permission to invite an agency, the agency cannot be invited. Denial of permission must be documented in the IEP. Document on form 440.</li> </ul> <p>Chapter 5 Section 1D pg 78 CFR 300.321 IEP Team</p>
9.	<b>IEP includes PLOP for transition services</b>	<ul style="list-style-type: none"> <li>• PLOP addresses the preferences, interests, strengths and needs of student.</li> </ul> <p>Chapter 5 Section 2C pg 81 Chapter 5 Section 2K pg 95 CFR 300.320</p>
10.	<b>A Summary of Performance is completed if student graduated or reached maximum age.</b>	<p>Required in files for students who have already graduated or reached maximum age.</p> <p>Chapter 7 Section 1A pg 109 CFR 300.305</p>

<p><b>Items 1, 2, 3, 4, 5, 6, 7, and 8 are ALL answered “Yes” or “NA” when applicable.</b></p>	<ul style="list-style-type: none"> <li>• IEP includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals</li> </ul> <p>Answer “yes” if all of the following items are answered “yes” or “NA” when applicable.</p> <ul style="list-style-type: none"> <li>• IEP includes appropriate measurable postsecondary goals covering education, training, employment and, as needed, independent living (Item 1);</li> <li>• Postsecondary goals are updated annually (Item 2);</li> <li>• Postsecondary goals are developed based on information gathered through age appropriate assessment in transition related areas, including a functional vocational evaluation if needed (Item 3);</li> <li>• IEP includes Transition Services (activities) to reach identified postsecondary goals (Item 4:a-f);</li> <li>• IEP includes a Course of Study (embedded or attached) to reach postsecondary goals (Item 5);</li> <li>• IEP annual goals assist the student to reach his/her identified postsecondary goals (Item 6);</li> <li>• Student was invited to the IEP meeting. (Item 7); and</li> <li>• Permission was sought to invite outside agency prior to the invitation to the agency (Item 8).</li> </ul> <p style="text-align: right;">State Performance Plan Indicator 13</p>
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